
Alaska PreK Science

FREE PREVIEW

Full-Year Teacher Planner, Blank Editable Planner & School-Submission Binder

This preview shows the real structure and a genuine sample of the completed planner. The full product contains 9 units, 36 weekly plans and 180 daily plans, plus blank editable versions of every form.

State	Alaska
Grade	PreK (Early Childhood)
Subject	Science
Course category	Early Learning Domain
Standards family	Science
Framework	State of Alaska Early Learning Guidelines
Issuing agency	Alaska Department of Education and Early Development
Scope	36 instructional weeks · 180 instructional days · 9 units

This is a statewide standards index, not a local course catalog. Course names, grade placement, electives, and graduation sequences vary by district.

What you get

Folder	Contents
01 START HERE	Read-me, contents, printing and digital instructions, standards verification guide, this preview
02 FILLED FULL YEAR	Completed planner in colour and ink-friendly PDF, plus editable DOCX
03 BLANK EDITABLE	Blank planner in colour, ink-friendly and fillable PDF, plus editable DOCX
04 ASSESSMENTS AND DATA	Baseline observation, quarterly rubrics, anecdotal forms, portfolio checklist
05 SCHOOL SUBMISSION	Submission covers, alignment summary, evidence checklist, observation, reflection, signature page
06 LICENSE AND CREDITS	Terms of use, credits and licences, copyright notice

The pages that follow are reproduced **exactly** as they appear in the full completed planner.

Week 9 — Is It Alive?

Unit 3: Living and Not Living · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	How do I know if something is alive?
Standards	Living and Non-Living Things -> Goal 39 Domain 4: General knowledge and cognition / Natural world — Children observe and describe the natural world
Learning target	"I can tell if something is alive."
Local dates	_____ (enter your school dates)

Measurable objectives

- Children will sort objects into living and non-living.
- Children will name one thing living things do.

Success criteria (student-friendly)

- "I look at it."
- "I ask if it grows."
- "I say living or not living."

Academic vocabulary

alive, living, non-living, grow, need

Materials and technology

- Living and non-living samples
- Sorting hoops
- Photographs
- Magnifiers
- Chart paper

Differentiation and supports

Support area	This week's plan
Special education / IEP	Reduce group size; pair visual cue cards with all verbal directions; allow gesture or picture response in place of speech; pre-teach the week's target in a 1:1 warm-up.
Section 504	Provide the child's documented accommodations throughout; permit movement breaks and alternative seating at any point in the sequence.
Multilingual learners	Introduce each vocabulary word with an object or image; accept home-language responses; send the vocabulary list home where a translation is available; pair with a peer who shares the home language.
Advanced / extension	Ask the learner to teach the skill to a peer, extend the task, or record a demonstration for the class reference wall.

Support area	This week's plan
Intervention / reteach	Reteach the target in a short small group using the same materials; split the day's check for understanding into two smaller steps.
Enrichment	Extend into an open-ended centre or project connected to the essential question.

Assessment and evidence

Child sorts 4 of 5 items correctly.

Family communication

Sort things at home into living and non-living.

Day 41 — Living Things Grow

Week 9, Day 1 • Unit 3 • Standards: Goal 39

Focus	Growth as a criterion.
Learning target	"I can tell if something is alive."
Vocabulary in use	alive, living, non-living
Local date	_____

Learning sequence

Circle: do rocks grow? Model: teacher compares a plant and a stone. Practice: children test items against growth. Play: sorting hoops.

Check for understanding

Child uses growth to judge whether something is alive.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 42 — Living Things Need Food and Water

Week 9, Day 2 · Unit 3 · Standards: Goal 39

Focus	Needs as a criterion.
Learning target	"I can tell if something is alive."
Vocabulary in use	alive, living, non-living
Local date	_____

Learning sequence

Circle: what needs feeding? Model: teacher lists needs. Practice: children sort by needs. Play: needs sorting.

Check for understanding

Child names a need of living things.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 43 — Living Things Move and Change

Week 9, Day 3 · Unit 3 · Standards: Goal 39

Focus	Movement and change.
Learning target	"I can tell if something is alive."
Vocabulary in use	alive, living, non-living
Local date	_____

Learning sequence

Circle: what moves by itself? Model: teacher distinguishes a car from an animal. Practice: children sort. Play: movement sorting.

Check for understanding

Child distinguishes self-movement from being moved.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 44 — Tricky Ones

Week 9, Day 4 · Unit 3 · Standards: Goal 39

Focus	Hard cases.
Learning target	"I can tell if something is alive."
Vocabulary in use	alive, living, non-living
Local date	_____

Learning sequence

Circle: is a seed alive? A wooden chair? Model: teacher reasons aloud. Practice: children reason about hard cases. Play: discussion chart.

Check for understanding

Child gives reasoning about a difficult case.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 45 — Our Living Things Chart

Week 9, Day 5 • Unit 3 • Standards: Goal 39

Focus	Consolidating the distinction.
Learning target	"I can tell if something is alive."
Vocabulary in use	alive, living, non-living
Local date	_____

Learning sequence

Circle: build a two-column chart. Model: teacher adds two items. Practice: children add items. Play: chart posted.

Check for understanding

Child places an item in the correct column.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Important before you buy

- This is a **digital download**. Nothing is shipped.
- The planner is **calendar-neutral**: Month 1–9, Week 1–36, Day 1–180, so it fits any school calendar. You add your own dates.
- Standards were transcribed from the official source.
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Accessibility

Pages use a minimum 8-point type size, high-contrast text, wide writing areas, print-safe margins, numbered pages and a bookmarked navigation outline. Colour and ink-friendly versions are supplied, and no information is conveyed by colour alone.

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Source citation

Alaska Department of Education and Early Development. State of Alaska Early Learning Guidelines. The document states its own edition as "January 2020, updated from original 2007 version"; the department's early learning landing page is <https://education.alaska.gov/earlylearning>. IT IS A GUIDELINES DOCUMENT RATHER THAN A COURSE OF STUDY, and it is organised by DEVELOPMENTAL DOMAIN rather than by school subject: five domains carry FIFTY-TWO NUMBERED GOALS running continuously from 1 to 52 across the whole document, so a goal number identifies a goal uniquely without needing its domain. Each goal is then printed FOUR TIMES OVER, once for each age band -- infants birth to 9 months, older infants, toddlers 18 to 36 months, and preschoolers 36 to 60+ months -- with the same goal statement each time and different indicators under it. THE GOAL STATEMENT IS WHAT IS REGISTERED. The indicator bullets under each goal are printed in two facing columns headed "PRESCHOOLERS MAY" and "YOU CAN", the first being things a child may do and the second being strategies for the adult; NEITHER IS A STANDARD, the two columns interleave unreliably when the PDF is read as text, and neither is registered. THIS ENTRY IS DOMAIN 4, GENERAL KNOWLEDGE AND COGNITION, AT THE PRESCHOOLER BAND. Alaska publishes NO SEPARATE SCIENCE DOMAIN at preschool age; the four goals registered here are the scientific ones inside general cognition -- 37 observation and manipulation, 38 predictions and experiments, 39 the natural world, and 44 the relationship between humans and the environment. THE DOCUMENT NAMES NO ORGANISM, HABITAT, MATERIAL OR PHENOMENON, and neither does this plan. Goal 39 is the only goal covering living things, earth and sky between them, so the plan's separate plants, animals and earth-and-sky strands all align to it; the standards table shows that rather than implying three distinct standards. Retrieved 2026-07-27 from https://education.alaska.gov/State_Board/january2021/6A.2%20Early%20Learning%20Guidelines%209-4-2020.pdf